

Connecting Peace Corps Volunteers to Educators for Global Education

Teacher In-service July 29-30, 1999 Agenda

Thursday, July 29 Conference Room: 2nd floor west

- Purposes:
- To begin building a sense of the team
 - To provide an orientation to Peace Corps and Peace Corps in Africa
 - To explore what WWS means by the term *culture*
 - To develop an awareness of how water in Africa and culture are connected

5:00 Welcome and Overview - Maureen
Greetings – Mike Ward

- introduce team members briefly and RPCVs
where are you from, what do you do
- discuss very briefly objectives and timeframes for Thursday and Friday

5:20 Peace Corps in Africa – Earl Yates
regional overview

5:35 Exploring Culture and Water in Africa - Monica
Teambuilding exercise and debriefing for all participants (The Line)

5:50 Culture activity and debriefing (Cliches or other) - Monica
Will relate to world view and stereotypes about other cultures.

6:15 Concentric Circles – Monica
Use the following questions and debrief:

- Reflect back on your childhood. List how water was used for all household, yard and recreation purposes. How did you access it?
- Reflect on your use of water today in the U.S. Is it the same or different than in your childhood? Why? (Legislated, experiences, education, cost etc...)
- In the RPCVs country, how was water accessed and involved in the following?
 - cooking and sustenance
 - washing clothes
 - hygiene
 - religion
 - recreation

7:05 Wrap up and travel to restaurant.
Teachers asked to continue the conversations around water use and for the next day bring an example of a stereotype that was broken after the conversations with the RPCVs

7:30 Dinner at ?????
continue conversations with RPCVs

Friday, July 30

Shriver A

- Purposes:
- To understand expectations, resources, and administrative requirements for team members
 - To develop draft learning units that utilize initial data, connect standards and assessments, and reflect appropriate activities
 - To begin to write web-based learning units effectively

8:00 Introductions and Agenda Setting – Maureen

- quick review of times for the day
- building logistics – 3rd floor training lab
bathroom codes
visitors badges
- overview of notebook contents
 - press release
 - standards disk
 - Wiggins book
 - posters
 - WWS survey
 - videos

8:30 Peace Corps Administrative 101 – Corrie

- Generally how the government payment system works
- Vendor Forms
- Teacher invoice (give a sample)
- Travel voucher (give a sample and help them start filling out theirs)
- What will NOT be reimbursed:
 - anything that has not been previously authorized
 - meals not listed on travel authorization
 - alcoholic beverages at dinner the night before and similar dinners
 - items teachers may purchase on their own to for the project, examples: computer programs, books, telephone service
 - postage to send items to another participant or to PC headquarters
- Internet service vs. substitute teacher pay
- How long to wait before checking on payments at their banks
- What to do if payments have not been made to their accounts
 - Who to contact first, second
 - E-mail or phone preferred

9:15 Overview of Grant: Where are we now and where are we going? – Maureen

- entire team present for discussion – (re)introduce all team members
- expectations from planning team, from current team members
- current thoughts about design of learning module and on-line community development
- setting the vision for our work today and over the year
 - current understanding
 - questions or puzzlements

stretch break – fruit

10:15 Developing Learning Units with Standards and Data – Donna

- backward planning (Wiggins book)
- which come first – standards or data
- learning unit design/standard components

working in pairs to develop draft units utilizing initial data from RPCVs

12:15 Lunch (continue working with learning units)

1:15 Reconvene, share draft learning units – 3rd floor training lab
(Donna's gone after this)

1:30 Caucus – Wayne, Maureen, Kevin, Cindy

- use of caucus
- establishing “strands”: getting to know each other, helpful links, standards, videos, lessons learned, help!

2:00 Moving to the Web – Kevin

- writing for the web
- lesson plans on the web
- hypertext in lesson plans
- characteristics of reliable web sites for hypertext links When and why to go off-site in a lesson plan?

working with pairs/small groups to adapt morning's work into web-based format

4:45 Vision Assessment – Shriver A

- review of the day, work accomplished
- reflection time – What is core understanding that you are carrying away from this in-service?
- sharing of understandings – review/development/revisiting of vision
- discussion of next steps: calendar of work, deliverables

5:15 WWS Survey - Erin